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ABSTRACT

This school-age child care needs assessment was administered in September 1989 in Prince Georges County (Maryland) Public Schools special education centers and schools with special education wings. Disabilities among the 853 children attending the seven schools responding to the survey were mental retardation, orthopedic disabilities, and emotional impairments. Results indicate that many special needs children require at-home care well past the usual age of 14. Many parents of children with serious emotional problems needed assistance in accepting and understanding their child's disability. Parents of children with disabilities were found to be less likely than average parents to work outside the home, although almost half were single parents and 79% of unemployed parents said they would pursue training and employment if appropriate child care were available. Almost one-fourth of families enrolled at early childhood centers reported incomes under $10,000. These and other findings are discussed, current services and the methodology of the study are described, and recommendations are put forth for future policy initiatives. (PB)

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County Executive

PRINCE GEORGE'S COUNTY
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Prince George's County School-Age Child Care Needs Assessment For Children With Special Needs

Submitted By:

Prince George's County
Commission for Children and Youth
9201 Basil Court
Landover, Maryland 20785

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April, 1990

FC 300162

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Prince George's County School-Age Child Care Needs Assessment for Children With Special Needs

Executive Summary

The Prince George's County Commission for Children and Youth conducted a School-Age Child Care Needs Assessment in response to HB-1071-87. The survey administered in September, 1988, confirmed that at least 32,944 county children between the ages of 4 - 14 years, are home alone each day. Although the Commission attempted to include schools with special education wings, the population with disabilities was not adequately represented. When Governor Schaefer's Office for Children and Youth announced the availability of Child Care Development Grants, the Commission applied for and received a grant for the purpose of surveying the child care needs of parents of children with disabilities. Information gathered in this current survey will be used when responding to HB-187-89, School-Age Child Care Delivery Plan. A County-wide Interagency workgroup has been assembled to respond to this bill.

The current survey was conducted in September, 1989 in all special education centers and schools with special education wings, a total of 25 schools. Response rate to date has been 28% with 739 surveys returned responding for 853 children. The range of disabilities include retardation, orthopedic disabilities, and emotional impairments. Some results of the survey are as follows:

- School-age child care for children with disabilities must be thought of outside the traditional age ranges of 4 - 14 years. Some disabled children need child care well beyond age fourteen.

- Parents (36%) with children diagnosed with serious emotional problems responded that their children had no disabilities indicating that some parents need assistance in accepting and understanding their child's disability. Education and community support seem indicated.

- Thirty-five percent (35%) of parents responding indicate their children have more than one disability. Child care staff will need to be well trained to accommodate and accept these multi-problem children.

- In the general population 78% of parents work outside the home, but among parents of children with disabilities that number drops to 44%.

- Only .07% (57 students) of the population studied with disabilities are latchkey children, compared to 32,944 in the nondisabled population.

- Only 16% of children with disabilities are in formal child care settings. A majority of these children are early childhood students diagnosed for speech and language delays. Children with moderate to severe disabilities are not receiving any child care.

- Family day care providers are providing twice as much child care for children with disabilities as group day care centers.

- Parents overwhelmingly chose school-based as the preferred type of care.

- Expense and difficulty in finding care continue to be the greatest barrier for parents to finding child care.

- Forty-seven percent (47%) of those responding to the survey are single parents.

- Seventy-nine percent (79%) of all unemployed parents would seek training or employment if they had appropriate child care.

- Twenty-three (23%) percent of those enrolled in early childhood centers have incomes under $10,000.

The Interagency School-Age Child Care Committee will use both needs assessments to develop Prince George's County's response to HB-187, School-Age Child Care Delivery Plan. The Delivery Plan is due from each jurisdiction by August 1, 1990. Issues raised in both needs assessments will require in-depth study, planning and development to ensure that each child in Prince George's County is in a safe and enriching afterschool environment.

PRINCE GEORGE'S COUNTY SCHOOL-AGE CHILD CARE NEEDS
ASSESSMENT FOR CHILDREN WITH SPECIAL NEEDS

The Prince George's County Commission for Children and Youth conducted a School-Age Child Care Needs Assessment in response to HB-1071-87. The survey, taken in September, 1988, confirmed that at least 32,944 County children, between the ages of 4 - 14 years, are home alone each day. Although the schools chosen in the sample had special education wings, the Commission concluded that data on the school-age child care needs for students with disabilities was not complete. When Governor Schaefer's Office for Children and Youth announced the availability of Child Care Development Grants, the Commission applied for and received a grant for the purpose of reassessing the child care needs of the disabled population. The information gained from both surveys will be used to respond to HB-187-88, School-Age Child Care Delivery Plan. A County-wide Interagency School-Age Child Care Committee has been created to respond to the Delivery Plan. Issues raised in this survey will be addressed by the Interagency Committee and included in Prince George's County's Delivery Plan. This document will become a blueprint for action in reaching Prince George's County goal of ensuring that each child is in a safe and enriching afterschool environment.

The Commission turned to both public and private sector agencies in the County for their expertise in the disabilities area. Both the Commission for Persons With Disabilities, and Prince George's County Association for Retarded Citizens have generously shared their knowledge and time in the development and analysis of the survey. The Prince George's County Public School System was most helpful in identifying schools and distributing the survey. Maryland-National Capital Park and Planning Commission assisted in identifying resources in the County. The Commission is grateful for all the assistance the staff of these agencies provided. Without their participation this survey would not have been possible.

METHODOLOGY

The Commission for Children and Youth used similar methodology for data collection on both surveys. During the first week of school, students in the selected schools in the Prince George's County Public School System received the enclosed survey form, a letter from the Commission explaining the survey, and a pre-addressed, postage paid envelope. For this survey all level 5 special education students were included. Five categories of special education were included:

Early Childhood Centers	1,065 students
Diagnostic Wings	620 students
Multiple Handicapped Centers	715 students
Orthopedic Units	102 students
Emotionally Impaired Wings	185 students
	2,687 total

Each survey was color coded by type of center.

Yellow - Early Childhood Centers - Ages Birth - 8 years

The Early Childhood Centers provide programs in separate facilities for young students with one or more disabilities. Early Identification provides home-based care for infants and toddlers.

Blue - Diagnostic Wings - Ages 8 - 12 years

Diagnostic Wings are located in regular academic schools. The program provides intensive educational services to students with all handicapping conditions except moderate to profound retardation. Students are mainstreamed as much as possible into regular education areas of the school.

Green - Multiple Handicapped Centers - Ages 5 - 21 years

Multiple Handicapped Centers provide a variety of programs for children with more than one handicapping condition, one of which is moderate to profound mental retardation.

White - Orthopedic Units - Ages 8 - high school graduate

Orthopedic Units are located in wings of regular schools. Students placed in these programs have handicapping conditions that adversely affect the student's educational performance. Orthopedically handicapped students are provided education and services for their disability including occupational and physical therapy.

Pink - Emotional Impaired Wings - Ages 8 - high school graduate

Emotional Impaired Wings provide educational service to children who have serious emotional problems which interfere with their educational performance.

RESULTS OF THE SURVEY

The total number of surveys distributed throughout 25 schools was 2,687. Since federal law prohibits the school system from distributing the names and addresses of students to the Commission, we were unable to contact parents directly to encourage their completion of the survey. Nevertheless, the response rate was 28% with surveys continuing to arrive at the Commission. For those parents that did respond, a sizable number wrote lengthy comments. Clearly, this survey was of great interest to many County parents.

Question #1 - What age is your child?

Finding:

Under 4 years --- 98
Age 4-14 years -- 654
Over 14 years --- 101

For the purpose of this survey, age groups have been broken down to under 4 years, 4-14 and 14 and over. For parents of nondisabled children, while child care is a necessity for several years, these parents know that their child care responsibilities will end as their children mature. For parents of disabled children, many of the respondents of the survey indicated that child care is an ongoing concern and will be for the rest of the child's life.

Recommendation:

As the School-Age Child Care Delivery Plan is developed, child care for older children needs to be thought of in the broadest terms. Traditional age limits cannot apply to the disabled population.

Question #2 - Number of children in the family that have disabilities?

Finding:

The number of children reported by parents with disabilities in the survey is 759. This number is low since 86 parents indicated more than one child in their family has a diagnosed disability. Most parents answered the survey for only one child. In addition, 58 parents completed the survey indicating that their child has no disabilities. Since surveys only went to parents of children with

diagnosed disabilities, this response was inaccurate.

Recommendation:

Outreach and education about symptoms of disabilities and diagnosis should be offered to parents.

Question #3 - Please identify your child's disability?

Finding:

The enclosed data chart, beginning on page 19, contains the complied data on children diagnosed in the various categories. A discrepancy is noted in the category of children with emotional impairment, sent in on pink survey forms. Thirty-six percent (36%) of parents with children diagnosed as emotionally impaired diagnosis responded that their children have no disability whatsoever. In comparison, 100% of parents with orthopedically handicapped children indicated their children's disability.

Thirty-five percent (35%) of those responding indicate that their children have more than one diagnosed disability.

Recommendation:

With such a large percentage of parents not identifying their children as emotionally impaired, it is clear these parents need assistance in accepting and understanding their child's disability. The Public School System, with assistance from the Mental Health Association, and the Commission For Persons With Disabilities needs to provide education and support to these parents.

With a 35% rate of children with more than one disability, program development for children with disabilities in a child care setting will become an important factor. Child care staff will need to be well trained to accommodate and accept these multi-problem children.

Question #4 - Does the child need any type of special care?

Finding:

The enclosed data chart beginning on page 19, has the information on parents' indications of need for special care. Parents did write in the comments section that if child care were available with smaller groups of children, mainstreaming would be possible. A majority of parents indicated that no special supervision is needed for their

children.

Recommendation:

After reviewing parent responses it has become evident that in developing the School-Age Child Care Delivery Plan, the committee must investigate the following questions:

1. Which group of disabled students can be mainstreamed successfully? Into family day care? Into school-based or private group care?

2. Which group of disabled students need a medically trained staff?

3. Which group of students would function well in a smaller group but not require a medically trained staff?

4. Which agencies are available to provide staff training?

Question #5 - What are your current arrangements for before and/or after school care for each child?

Finding:

Fifty-six percent (56%) of the parents responding to this survey are currently caring for their children themselves. In contrast, the Commission found in the 1988 study, that only 22% of the parents of nondisabled students surveyed were home afterschool providing care.

Sixteen percent of children with disabilities, with parents who work outside the home, are in formal child care settings. A majority of these children are early childhood students diagnosed for speech and language delays. The rest of the population is being cared for by home-based care, relatives, and neighbors.

.07% (57 students) of this population are latchkey children in contrast to 32,944 in the nondisabled population.

Family day care providers are providing twice as much child care for children with disabilities as group day care centers.

Recommendation:

Family day care providers offer child care in small groups in a home-like setting. For many disabled children this type of care is ideal. The Interagency School-Age Child Care Committee should study ways to provide training to licensed family providers in caring for children with disabilities.

Question #6 - How satisfied are you with this arrangement?

Finding:

Sixty- six percent (66%) of those parents responding are satisfied with their current child care arrangement. This is understandable since many parents are caring for their children themselves. Many parents worry about future arrangements as their children age.

Those respondents in the somewhat satisfied, somewhat dissatisfied, and dissatisfied category commented that they are feeling confined and unhappy with the present arrangement.

Recommendation:

The Interagency School-Age Child Care Committee:

1. Should study the feasibility of developing specialized child care services based on the needs of children with disabilities and parents of children with disabilities.

2. Determine which group of children with disabilities is least served and what their "specific needs" are.

Question #7 - Compared with your current arrangements, what type of care would you prefer for your child?

Finding:

Parents overwhelmingly chose school-based programs as the preferred type of care for their children. Even parents that are currently at home also indicated a preference for school-based care.

Recommendation:

In developing the Delivery Plan parents preferences must be considered. The Interagency School-Age Child Care Committee should give serious consideration to school-based care at special education centers.

Question #8 - What problems have you experienced in trying to use the child care you prefer?

Finding:

Similar to the 1988 survey, expense and difficulty finding care are two of the greatest barriers to finding child care. Transportation is the next ranking barrier.

Surprisingly, only 17% of the parents surveyed indicated that the child's disability is a barrier to finding care.

Recommendation:

The School-Age Child Care Committee must address the issue of child care affordability. Providing child care in smaller group sizes with a medically trained staff will require subsidized tuition. Finding resources will be a major task.

Parents in responding to the survey seemed to minimize their children's disabilities and staff training needed to provide care ie; the 17% barrier figure. For example, many parents regard catheterization as routine however, this may very well be considered anything but routine by a child care provider.

Question #9 - Would you seek out of home training or employment if you had appropriate child care arrangements?

Finding:

Forty-seven percent (47%) of the families responding to this survey are single parents.

Three hundred fifty-two parents that are not currently employed responded to question #6. Two hundred seventy-nine answered that they would seek employment or training, with only 73 responding they prefer to remain at home with their children. Of these 73 respondents 9 had incomes of less than $5,000.

Recommendation:

Forty-seven percent (47%) is a high percentage of single parent families. Many of the comments lead to the conclusion that a majority of the parents are women. In designing any child care programming, expense for a single parent and families in the low income bracket must be considered.

Seventy-nine percent (79%) of all unemployed parents in this survey would seek training or employment if they had appropriate child care. With the "Welfare To Work Initiatives" and the Family Support Act, the Interagency School-Age Child Care Committee must identify child care slots for these parents and advocate for training of staff to meet the needs of children with disabilities in facilities where slots are made available.

Question #10 - What are your anticipated school-age child care needs in the near future?

Finding:

Twenty-five percent (25%) of the parents responding indicate that they will need school based child care.

Fifty-six percent (56%) of the parents with retarded children in the multiple handicapped centers indicate a need for long term in home care.

Recommendation:

The Interagency School-age Child Care Committee must resolve the need for school-based centers for students with disabilities.

Question #11, 12, 13 - These questions concern hours that parents work, and hours child care is needed.

Finding:

Most parents that work do so between the hours of 6:30 am and 6:30 pm. Those are the hours child care is needed.

One hundred twenty-four parents indicated that they work shift hours so that a parent is always home with the disabled child.

Recommendation:

Given the majority of parents that work within the 6:30

am to 6:30 pm hours, programming for child care need not consider after hour care. However, programming should include extended hours and should be arranged so that non-working parents can use the service on a drop-in or reserve basis during the scheduled open hours.

Question #14. What is your family income?

Finding:

Family incomes are indicated on the data compilation chart beginning on page 19. Incomes between less than $5,000 and up to $25,000 were about equally divided. Incomes from $25,000 to $50,000 had a higher number of families. 20% of the families had incomes over $50,000.

Twenty-three percent (23%) of the families with disabled children in early childhood centers have incomes less than $10,000.

Twice as many disabled children in the early childhood centers have incomes under $10,000.

Recommendation:

A fee system must be developed which meets the needs of a large percentage of the parents utilizing specialized child care.

Question #15. What are you paying for child care per week?

Finding:

No average income was found. Finding an average child care fee for this population is extremely misleading. Twenty-three families with incomes over $50,000 are paying between $100 and $300 per week, many with live-in help.

Sixty percent of the families are paying no child care fees at all.

Recommendation:

A fee system must be developed for specialized child care services.

Comments

Many parents used the comments page to write long statements. Generally the comments broke down into the following categories;

- personal histories of child care problems
- complaints about child care unavailability for their child
- thanks to the Commission for undertaking the survey
- and most heartbreaking of all, the pleas for help and relief from the problems associated with having a disabled child

In this last category, all the agencies working on this survey, will respond to the parent wherever a name was listed. If assistance or information was requested, the parent or family member will be contacted.

Current Services

Numerous agencies in Prince George's County and the State of Maryland provide a wide array of services to students with disabilities. Maryland National Capital Park and Planning Commission, Special Populations Division, provides afterschool child care. Listed below are agencies that provide services to children with disabilities and their families:

Association for Retarded Citizens/ Prince George's County
1300 Mercantile Lane, Landover, MD 20785 925-7050

- family support services - limited to 15 families
- sitter training and referral - agency trains sitters and provides parents with names of sitters.
- day care survey - agency annually surveys generic day providers in County and publishes list of those serving children with disabilities.
- publishes monthly newsletters for parents of children in special education.

COMMISSION FOR PERSONS WITH DISABILITIES
9201 Basil Court, Room 106, Landover, MD 20785
925-5160, TDD 925-5167

The Commission for Persons With Disabilities serves the citizens of Prince George's County by providing:

- literature related to specific disabilities, issues, resources, and services,
- information about and referral to services such as counseling, social services, recreation, housing, transportation, sign language interpreters, legal and financial assistance,
- TDD contact with County government, courthouse, and local services,
- assistance for persons with disabilities who are in need of medical, educational and vocational placements, and community based residential services
- technical assistance on barrier-free design and building code provisions to architects
- advocacy for the rights of citizens with disabilities

Maryland Committee for Children
608 Water Street, Baltimore, MD 21202
310-752-7588

Maryland Committee for Children is a private-nonprofit child advocacy organization, with a primary focus on child

care. In the area of special needs children MCC provides two services:

- "ENABLE" a demonstration Day Care Resource Project for Children With Special Needs which addresses the need for quality mainstreamed child care. This project includes a five-part training program for family day care providers and center based staff.

- "LOCATE" is a computerized child care resource and referral counseling system helps parents identify and choose child care. Providers that accept children with special needs are listed.

Maryland-National Capital Park and Planning Commission
Special Populations Division

Peggy Greenwell - Director - 699-2460, (TDD) 277-8456

- 3 afterschool programs
- teen adventure
- social clubs for teens
- outdoor wilderness activities
- individualized aquatic lessons
- bowling program
- basketball program
- family special program
- ice skating, downhill skiing, canoeing, bicycling, softball lessons
- swim-n-gym programs
- summer day camps
- beep ball
- sign language interpreter services

Prince George's Community College - Children's Developmental Clinic

Locations - Prince George's Community College - Novak Field House and University of Maryland, North Gym

- individualized motor development program for ages birth - 21 years
- small group language development - ages 2-7
- developmental reading, reading readiness upon completion of first grade
- parent education/ parent discussion programs
- clinical training for college and university students

Prince George's County Public School System

Provides comprehensive special education programs for ages birth - 21 years, both in-home and school-based services.

The Public School System provides no child care before and afterschool for disabled children in special centers. Some children are mainstreamed into the before and after school programs in schools with special education wings.

United Cerebral Palsy Association of Prince George's County

This program is geared to adults. Information and referral are only services provided for children.

RECOMMENDATIONS

The Prince George's County Public School System is beginning to provide a variety of before and after school child care; services are provided in magnet programs, comprehensive schools, and drug prevention programs. None of the programs are targeted to the special education population. Further study should be done for the possibility of services provided in-school by other agencies with expertise with special populations.

The Prince George's County Government, Health Department, and Public School System, are voicing concern about the number of babies born to substance abusing mothers. These infants are exhibiting both physical and neurological damage. The infants born now are the in-school special education students of tomorrow. All the agencies agree that the number of special education students in our system will grow. For these parents, the availability of child care is critical. These parents will need drug treatment services, education, and parenting skills to deal with their children. Therefore, the task at hand is even greater. Faced with a growing population of children with disabilities, we must bring together all agencies, public and private, to increase available child care slots and to improve available services.

The School-Age Child Care Committee will not only be charged with developing a School-Age Child Care Delivery Plan but must consider all the factors affecting a County as diverse as Prince George's. The goal for this County is to ensure that each child is in a safe and enriching afterschool environment.

SAMPLE SURVEY

PRINCE GEORGE'S COUNTY GOVERNMENT

Child Care Needs Assessment for Parents

of Children with Special Needs

9201 Basil Court, Suite 152

Landover, MD 20785

1. What age is your child (children)? _____

_____

2. Number of children in the family that have disabilities?

_____

3. Please identify your child (children's) disability/disabilities

01___ Mentally Retarded	07___ Orthopedically Impaired
02___ Hard of Hearing	08___ Other Health Impaired
03___ Deaf	09___ Specific Learning Disability
04___ Speech/Language Impaired	10___ Multiply Handicapped
05___ Visually Handicapped	11___ Deaf/Blind
06___ Emotionally Impaired	

4. Does the child need any type of special care? For example: usage of a wheelchair, special devices, catheterization, one on one supervision, is assistance needed (assistance in feeding, etc.)?

_____

_____

_____

Please complete other side.

5. What are your current arrangements for before and/or after school care for each child?

_____ day care center
_____ neighbor
_____ relative
_____ home alone
_____ registered family day care provider
_____ school-based care
_____ sitter in the home
_____ brother or sister care in the home
_____ recreation center
_____ other (please specify)
_____ no child care needed

6. How satisfied are you with this arrangement?

_____ very satisfied
_____ somewhat satisfied
_____ somewhat dissatisfied
_____ dissatisfied
_____ no opinion

If dissatisfied - why? _____

_____

7. Compared with your current arrangements, what type of care would you prefer for your child? See question #5 for options.

_____

_____

8. What problems (if any) have you experienced in trying to use the child care you prefer?

_____ expense
_____ transportation
_____ difficulty finding care
_____ low quality care
_____ physical barriers (steps, no ramps) etc.
_____ child's handicapping condition
_____ none
_____ distance from home
_____ child does not want service
_____ Other _____

_____

_____

Please complete next page.

9. Would you seek out of home training or employment if you had appropriate child care arrangements?

_____

_____

10. What are your anticipated school-age child care needs in the near future?

_____

_____

11. What hours do you work?

_____

12. Your spouse? (if applicable)

_____

13. What hours do you need child care services?

_____

14. What is your family income?

_____ less than $5,000
_____ $5,000 - $9,999
_____ $10,000 - $14,999
_____ $15,000 - $19,999
_____ $20,000 - $24,999
_____ $25,000 - $34,999
_____ $35,000 - $49,999
_____ $50,000 or over

15. What are you currently paying for child care per week? per child?

_____

Please complete other side.

Additional Comments_____

Reminder: Please return today. Thank you!

Data Compilation

	Yellow	Blue	Green	White	Pink		Total Return (28%)
Number of Forms Returned	274	145	243	33	44	=	739
Disability Information							
Number of Children with Disabilities	280	132	265	38	49	=	764
Types of Disabilities							
- Mentally Retarded	27	3	145	0	0	=	175
- Hard of Hearing	1	1	14	0	0	=	16
- Deaf	0	0	5	0	0	=	5
- Speech/Language Impaired	78	18	104	1	4	=	205
- Visually Handicapped	5	2	23	2	0	=	32
- Emotionally Impaired	8	4	12	0	22	=	46
- Orthopedically Impaired	27	0	42	22	0	=	91
- Other Health Impaired	9	3	21	1	0	=	34
- Specific Learning Disability	39	66	44	0	7	=	156
- Multiply Handicapped	8	1	63	2	10	=	84
- Deaf/Blind	0	0	1	0	11	=	12
- More than one Disability	86	33	130	5	10	=	264

	Yellow	Blue	Green	White	Pink		Total
Need For Special Care							
- Need assistance with all daily activities including feeding, toileting, dressing and medical needs	40	2	50	18	1	=	111
- Wheelchair/ walker, crutches, braces	10	2	45	27	0	=	84
- Need one-on-one supervision	32	13	37	0	3	=	85
- Small group placement	9	0	12	0	1	=	22
- No special supervision needed	166	61	112	1	24	=	364
Current Care							
Day Care Center	18	8	6	1	1	=	34
Neighbor	27	18	23	1	1	=	70
Relative	57	37	41	8	10	=	153
Home Alone	4	17	19	1	16	=	57
Registered Family Provider	30	11	23	4	0	=	68
School-Based Care	1	1	7	0	1	=	10
Sitter in the Home	21	7	16	3	1	=	48
Sibling	15	17	43	3	5	=	83
Recreation Center	1	1	5	1	1	=	9

	Yellow	Blue	Green	White	Pink		Total
Satisfaction With Current Arrangement							
Very Satisfied	91	85	105	18	18	=	317
Somewhat Satisfied	62	35	65	6	10	=	178
Somewhat Dissatisfied	23	10	23	2	3	=	61
Very Dissatisfied	23	3	26	3	7	=	62
Type of Care Preferred by Parents							
In-School Program	57	35	59	5	13	=	169
Parents	18	7	7	0	0	=	32
Recreation Center	13	18	19	0	7	=	57
Sitter in Home	26	13	40	5	1	=	85
Registered Family Provider	32	2	16	3	0	=	53
Day Care Center	36	8	20	4	1	=	69
Barriers To Preferred Child Care							
Expense	97	47	64	10	10	=	228
Transportation	108	22	38	5	7	=	180
Difficulty Finding Care	70	39	81	9	8	=	207
Low Quality Care	26	17	24	4	3	=	74
Physical Barriers	8	0	7	3	3	=	21
Child's Handicapping Condition	39	8	43	5	12	=	107
Distance From Home	21	13	3	3	5	=	45
Seek Employment or Training if Care was Available							
Yes	121	54	82	10	12	=	279
No	24	14	29	4	2	=	73

	Yellow	Blue	Green	White	Pink		Total
Future Child Care Needs							
School Aged Child Care	77	0	91	7	6	=	181
Day Care Center	10	0	12	2	1	=	25
Family Day Care Provider	13	0	8	11	1	=	33
In-Home Care	0	4	137	3	1	=	145
Work Hours- Both Parents							
Between 6:30 a.m. - 6:30 p.m.	227	68	215	30	45	=	585
After 6:30 p.m.	14	3	12	4	4	=	37
Before 6:30 a.m.	8	0	8	0	1	=	17
Shift Hours	66	19	27	4	8	=	124
Work at Home	13	0	0	0	0	=	13
Family Income							
Less than $5,000	48	8	16	2	1	=	75
$5,000-$9,999	15	9	15	3	1	=	43
$10,000-$14,999	22	6	21	5	4	=	58
$15,000-$19,999	23	16	21	1	6	=	67
$20,000-$24,999	23	11	28	3	11	=	76
$25,000-$34,999	40	28	26	7	4	=	105
$35,000-$49,999	46	22	51	3	6	=	128
$50,000 or over	58	27	50	7	9	=	151

	Yellow	Blue	Green	White	Pink		Total
Amount Currently Paying for Child Care Per Week, Per Child							
$0						=	0
Less than $20	3	1	2	0	0	=	6
$20	3	4	4	0	0	=	11
$25	10	6	9	0	0	=	25
$30	12	1	6	1	0	=	20
$35	17	8	9	0	1	=	35
$40	12	2	9	2	0	=	25
$45	2	0	5	0	0	=	7
$50	20	11	5	2	2	=	40
$55	4	2	2	0	0	=	8
$60	11	2	4	3	0	=	20
$65	6	1	1	0	1	=	9
$70	9	1	4	1	0	=	15
$75	14	0	7	1	0	=	22
$80	5	1	2	0	0	=	8
$85	2	1	0	0	0	=	3
$90	4	0	1	0	1	=	6
$95	6	0	1	0	0	=	7
Over $100	17	0	6	0	0	=	23
Age Breakdown							
Under 4	90	7	0	1	0	=	98
Age 4	70	7	5	0	0	=	82
Age 5	47	6	12	6	0	=	71
Age 6	52	5	15	8	1	=	81
Age 7	38	16	22	7	1	=	84

	Yellow	Blue	Green	White	Pink		Total
Age Breakdown (continued)							
Age 8	6	38	23	9	3	=	79
Age 9	3	45	17	3	0	=	68
Age 10	2	38	11	3	3	=	57
Age 11	0	23	14	4	6	=	47
Age 12	0	14	11	1	5	=	31
Age 13	0	7	12	2	12	=	33
Age 14	0	1	14	2	4	=	21
Over 14	0	0	87	0	14	=	101